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EDUCATIONAL NEWS AND EDITORIAL COMMENT

SOCIETY OF COLLEGE TEACHERS OF EDUCATION

Since the last announcement, the following new members have been added to the Society:

- Bonham, Milledge G., Associate Professor of Education, University of Louisiana, Baton Rouge, La.
Book, W. F., Professor of Educational Psychology, Indiana University, Bloomington, Ind.
Burnham, W. H., Professor of Pedagogy and School Hygiene, Clark University, Worcester, Mass.
Carter, Alexander, Secretary College Teachers of Education, University of Missouri, Columbia, Mo.
Coleman, H. T. J., Associate Professor of Education, Toronto University, Toronto, Canada.
Davidson, Percy F., Associate Professor of Education, Leland Stanford Junior University, Stanford, Cal.
Gambrill, Bessie E., Professor of Education, Alfred University, Alfred, N.Y.
Ingles, Alexander J., Professor of Education, Rutgers College, New Brunswick, N.J.
Jones, A. J., Professor of Education, University of Maine, Orono, Me.
Pakenham, William, Professor of History of Education, University of Toronto, Toronto, Canada.
Rhoton, A. L., Professor of Education, Georgetown College, Georgetown, Ky.
Robertson, C. B., Professor of Secondary Education and Supervision, University of Pittsburgh, Pittsburgh, Pa.
Smith, H. L., Professor of School Administration, Indiana University, Bloomington, Ind.
Storm, A. V., Professor of Agricultural Education, University of Minnesota, Minneapolis, Minn.
Updegraff, Harlan, Professor of Educational Administration, Northwestern University, Evanston, Ill.
Weber, S. E., Professor of Education, Pennsylvania State College, State College, Pa.
Williams, Henry G., Dean of the State Normal College, Ohio University, Athens, Ohio.

AN INTRODUCTORY VIEW OF GREEK

Inspired by a suggestion in the *School Review* for January, I am experimenting with Greek in my Cicero class. I began February 26

by putting the Greek alphabet on the board. Thanks to the Greek-letter fraternities, to which this at least may be credited in a Greekless generation, the pupils recognized about half the letters at once. They were left on the blackboard and on the third day the class could read them all, less than five minutes a day having been spent on them. Then I wrote the first line of the *Iliad* with its translation, and spent perhaps ten minutes pronouncing and explaining the words, calling attention to Latin and English derivatives or associated words and to similarities with Latin forms and constructions. Every day or two I took a few minutes to have the line read in concert or by individuals, saying that some day I should ask them to write it from memory.

Giving a Cicero test on the eighth of March, I asked the class to write this line as well as possible, trying to remember all the accents and breathings. The result was surprisingly satisfactory. I then presented the second line, and, on March 19, the third line in the same way. On April 9, after a ten days' vacation, I called for the three lines together. In almost all cases the words were given correctly, but there was considerable confusion over accents and breathings, so I said I would ask them to study it for the next day, and to be able to write it with entire accuracy. This is the only time I have assigned work outside of class.

From these three lines the class has learned the nominative, accusative, and vocative singular, and the accusative plural of the first declension; the dative and accusative plural of the second; and one form of the accusative singular of the third. They have also been introduced to the connection between Greek and English in such words as mania, ode, theology, myriad, theme, epithet, hypothesis, parenthesis, polygon, and similar compounds, psychology and project. I plan to teach the first seven lines of the *Iliad* in this way, and then probably the first ten lines of the *Odyssey*. At present I am feeling my way along without very definite plans, but it seems to me that, having learned nineteen lines of Homer by heart, next year they will be able to enjoy parallel passages in the *Aeneid* and the *Odyssey*, and to read some episode, perhaps that of Nausicaa, without entrenching unduly on the required work in Latin.

This method will not, of course, lead to a very exhaustive knowledge of Greek, but I am inclined to think that it will have considerable linguistic value and give not a little pleasure. At present the class seems to be enjoying the experiment as much as I am, and several have asked if I will not have a regular Greek class next year. Their enthusiasm is due in part, doubtless, to the novelty; in part, perhaps, to the fact

that most of the class was with me last year, and I have systematically seized every opportunity to tell them about Greek, to give them glimpses of its charms, and to make them realize that they were missing a great pleasure in not being able to study it.

ELSIE GARLAND HOBSON

Frances Shimer School

STATISTICS ON HIGH-SCHOOL FAILURES AND WITHDRAWALS

A group of high-school principals representing about fifteen schools in the immediate vicinity of Chicago meets once a month to discuss problems of high-school administration. Among the topics which this club has found it profitable to discuss is the number of withdrawals and failures in high-school courses. The following general table (p. 415) is made up on the basis of thirteen detailed reports.

The figures given for withdrawals include all who left the course before the examination. Some withdrew for the reason that they were failing, but these were not separated from those who withdrew for reasons unrelated to their scholarship. The significance of withdrawals, as compared with failures, comes out in the comparison of different classes. Thus compare English I with Latin I. In many cases the students in English remain in the course and fail rather than withdraw. This is doubtless due in part to the fact that English is required of all students. In Latin, on the other hand, students withdraw after they have tried the course for a short time. The percentage of withdrawals is accordingly greater than the percentage of failures. There is a very surprising percentage of withdrawals in manual training.

The table suggests the desirability of comparative material of this type from a large number of schools.

NATIONAL CONFERENCE COMMITTEE

The sixth conference of the National Conference Committee on Standards of Colleges and Secondary Schools was held at the rooms of the Carnegie Foundation, 576 Fifth Ave., New York, N.Y., on Wednesday, February 19, 1913. Delegates were present, representing the College Entrance Examination Board, the New England Association of Colleges and Preparatory Schools, the New England College Entrance Certificate Board, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the North Central Association of Colleges and Secondary Schools, the Carnegie Foundation for the Advancement of Teaching, and the Bureau of Education.

	No. Pupils Enrolled	No. Pupils Withdrawn	No. Pupils Failed	Percentage Withdrawn	Percentage Failed	Total Loss
English I.	1,075	98	109	9.1	9.4	18.5
English II.	723	57	63	7.9	8.7	16.6
English III.	627	41	49	6.5	7.8	14.3
English IV.	422	28	20	6.6	4.7	11.3
Total.	2,847	224	241	7.9	8.5	16.4
Algebra I.	914	118	157	12.9	17.2	30.1
Algebra II.	386	54	44	14.0	11.4	25.4
Plane geometry.	397	61	74	15.4	18.6	34.0
Solid geometry.	74	7	4	9.5	5.4	14.9
Trigonometry.	73	7	3	9.6	4.1	13.7
Latin I.	660	98	71	14.9	10.8	25.7
Latin II.	470	34	51	7.2	10.9	18.1
Latin III.	188	10	7	5.3	3.7	9.0
Latin IV.	82	1	1	1.2	1.2	2.4
German I.	402	51	49	12.7	12.2	24.9
German II.	249	17	11	6.8	4.4	11.2
German III.	119	11	1	9.3	.8	10.1
German IV.	10	0	0	0	0	0
French I.	238	20	18	9.4	7.6	17.0
French II.	102	8	2	7.8	2.0	9.8
French III.	25	0	0	0	0	0
Spanish I.	12	4	0	33.3	0	33.3
Ancient History.	836	109	97	13.0	11.6	24.6
Med. and Mod. His- tory.	385	45	31	11.7	8.1	19.8
U.S. History.	279	23	11	8.3	3.9	12.2
Physics.	278	24	15	8.6	5.4	14.0
Physical geography.	157	10	26	6.4	16.6	23.0
Botany.	278	29	38	10.5	13.7	24.2
Zoölogy.	136	26	14	19.2	10.3	29.5
Chemistry.	198	31	12	15.7	6.1	21.8
Physiology.	360	60	59	16.7	16.4	33.1
Commercial geogra- phy.	143	18	18	12.6	12.6	25.2
Commercial arith- metic.	293	31	45	10.6	15.4	26.0
Bookkeeping.	208	26	14	12.5	6.8	19.3
Stenography.	215	25	5	11.7	2.3	14.0
Typewriting.	128	7	13	5.5	10.2	15.7
Freehand drawing. ..	154	13	0	8.5	0	8.5
Mechanical drawing	218	19	19	8.7	8.7	17.4
Science.	127	12	8	9.5	6.3	15.8
Design.	233	7	3	3.0	1.3	4.3
Hygiene.	20	4	1	20.0	5.0	25.0
Household art.	150	22	4	14.7	2.7	17.4
Domestic science I. .	139	9	4	6.5	2.9	9.4
Domestic science II.	116	6	1	5.2	.9	6.1
Manual training						
wood.	208	43	10	20.7	4.8	25.5
M.T. forge foundry. .	75	6	3	8.0	4.0	12.0
M.T. machine shop. .	26	1	1	3.9	3.9	7.8
Pottery.	45	6	0	11.1	0	11.1
Economics.	41	1	3	2.4	7.2	9.6
Civics.	56	7	4	12.5	7.2	19.7

A subcommittee reported the results of an investigation of the use of the terms "honorable dismissal" and "statement of record," which it had made by individual conference and by means of a questionnaire sent to eighty colleges and universities. This report stated that there was general agreement among the colleges and universities as to the desirability of the standardization of these phrases, as to the acceptance of a student's freedom to continue in the institution issuing the transfer papers as the criterion for the granting of such papers, and as to the great advantage of entire frankness of statement in the issuance of them. The report contained also a resolution defining the proper use of these terms which, after slight modification, was adopted in the following form:

Resolved that the term "honorable dismissal" should be used to refer to conduct and character only, and that honorable dismissal should never be given unless the student's standing as to conduct and character is such as to entitle him to continuance in the institution granting the dismissal. Furthermore, there should in every instance be given, in the statement of honorable dismissal, full mention of any probation, suspension, or other temporary restriction imposed for bad conduct, the period of which restriction is not over when the papers of dismissal are issued.

That the term "statement of record" should be used to refer to the recorded results of a student's work in the classroom, and that this statement should in every instance contain all the important facts pertaining to the student's admission, classification, and scholarship. In particular, no partial or incomplete classroom record (for example, with failures omitted) should ever be given without clear evidence that it is partial or incomplete; if the student's scholarship has been such as to prevent his continuance in the institution issuing the statement of record or to render him subject to any probation, suspension, or other temporary restriction, the period of which is not closed at the date of the record, a plain statement of any and all such facts should be included; and such information should be given as will make clear the system of grades employed, the number of exercises per week devoted to each course, etc.

The same subcommittee presented a review of some of the difficulties found in the application of the definition of the unit adopted by the Committee at its meeting of October 9, 1909, and proposed a resolution providing for the addition of a paragraph to the explanatory statement then formulated. This resolution was adopted so that the entire definition of the unit now stands as follows:

A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes the four-year high-school course as a basis, and assumes that the length of the school year is from thirty-six to forty

weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week; but, under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit.

A four-year secondary school curriculum should be regarded as representing not more than sixteen units of work.

An ambiguity in the interpretation of the definition of the admission Latin requirement announced by the Commission on College Entrance Requirements in Latin in October, 1909, having been brought to the attention of the Committee, it was decided to send communications to the chairman of that commission, to the American Philological Association, and to the College Entrance Examination Board asking that steps be taken to remove the difficulty by an authoritative pronouncement on the subject.

The committee considered the question of the assignment of unit values to the new definition of the admission requirement in English and voted that, as a tentative arrangement, equal values be given to (1) the grammar and composition, and (2) the reading.

Among the questions assigned to a subcommittee for consideration and report at the next meeting are the following: the literal interpretation of the definition of the unit; the greater unit value of the work of the latter years of the secondary-school curriculum as compared with the work of the earlier years; the effect on the unit of work in any subject when it is accompanied or preceded by work in allied subjects; the assignment of unit values to the definitions of the admission requirements in the subjects, algebra, English, and history; and the accrediting of candidates for admission to college from secondary schools which give instruction in only one foreign language.

Officers were elected for the year as follows: President, Headmaster Wilson Farrand, Newark Academy; Vice-President, President A. Ross Hill, University of Missouri; Secretary-Treasurer, Dean Frederick C. Ferry, Williams College.

The subcommittee which had served for the past two years was continued for investigation and report at the next meeting. This committee includes Headmaster Wilson Farrand, Dean Frederick C. Ferry, President Henry S. Pritchett, and Principal Frederick L. Bliss.

The next conference was appointed for February, 1914, or for such earlier time as the subcommittee might select.

FREDERICK C. FERRY, *Secretary*

FRATERNITIES

The following news item is copied from the *Chicago Tribune*:

A movement aimed at the destruction of the high school fraternity and the rehabilitation of college fraternities in the respect of the general public was launched at a meeting of the Chicago Alumni club of the Delta Upsilon fraternity and guests from other fraternities held last evening at the University club.

Fraternity men who attended the gathering appeared to regard the meeting as of the gravest importance. It was pointed out by various speakers with a good deal of seriousness that the Greek letter societies of the middle west are virtually face to face with a life and death fight as the result of adverse legislation, particular reference being made to the bill providing for the abolition of fraternities in the University of Wisconsin now pending before the Wisconsin legislature.

Unless the fraternities organize to oppose this wave of legislative opposition, it was pointed out, the probabilities are that two years from now secret societies will be abolished in most of the schools of the Mississippi valley.

Two resolutions were adopted. The first contained a general call to the Greek letter societies of the country to a general meeting to be held later to consider the matter of fighting such legislation as now is under consideration in many middle western states.

The second suggested to the national convention of Delta Upsilon to be held in Rochester, N.Y., next fall, the advisability of instructing all chapters to pledge no high school fraternity members after 1916.

Edwin H. Cassels presided, and the principal speaker of the evening was Ralph W. Jackman, who is actively engaged in fighting the anti-fraternity bill now before the Wisconsin assembly.

Mr. Jackman declared that, from a fraternity point of view, the situation at Madison is most menacing. The socialistic element among the legislators, he said, were fighting for the anti-fraternity bill tooth and nail. The movement there, as in other middle western states, he said, was being fostered by a society of the University of Wisconsin called the Commons, which is perfecting a national and highly efficient political organization.

Mr. Jackman said, however, he believed the Wisconsin bill would be beaten. He counted confidently on a majority of five votes against it. The opposition, he said, claimed a majority of eleven votes based on a roll call on the question of abolishing high school frats. He did not believe this claim well founded.

The real fight, however, he said, will come two years from now, when the Commons proposes to renew the battle all over the country. The fraternities must be prepared for it.

Mr. Jackman virtually entered a plea of guilty to the charge of snobbishness which has been urged against the fraternities of Wisconsin in the legislature of that state.

"There are a number of fraternities in the university," he said, "which are composed almost exclusively of snobs and whose right to exist is based on nothing. One fraternity there has a rule that no nonfraternity man shall be invited to attend fraternity parties. One sorority has a rule that no girl shall go to the party with a nonfraternity man."

The charge of immorality in the fraternity houses and of lack of studiousness among fraternity men as compared to "barbs" he did not think well founded.

Henry W. Austin, Alpha Delta Phi, declared that the high school fraternity is a menace of the college fraternity and the sentiment was cheered.

"I can't see any excuse for their existence. We should do all we can against them."

John C. Hanna, Beta Theta Pi, principal of Oak Park High school, also denounced high school frats.

HARVARD ENTRANCE REQUIREMENTS

At the time that the new Harvard entrance plan was adopted the opinion was freely expressed that Harvard was "letting down the standard." The following statement shows how little justification there was for this type of anxiety.

A summary of the marks made during the first half-year by members of the Freshman class has been announced at Harvard, and from the statistics issued it is possible to compare the work of the men who entered under the new plan with that of students who entered under the old plan. In the class of 1916 there are 453 men who entered under the old plan, this being a percentage of 76.1, while only 142 men, or 23.8 per cent, came in under the new plan. The number of honor grades is distinctly in favor of the students who entered the college under the new scheme of examinations. Over 42 per cent of the new-plan men received honor grades while the percentage of the old-plan men who received such grades is but slightly over 21 per cent. In the Freshman class of last year the scholarship was somewhat higher, nearly 45 per cent of the 1915 men entering under the new plan receiving honor grades and 26.5 per cent of the students entering under the old plan receiving such grades. The marks of the classes of 1915 and 1916 are distributed as follows:

CLASS OF 1916

Grade	Old Plan		New Plan	
	No. Men	Percentage	No. Men	Percentage
A.....	113	4.9	71	9.7
B.....	396	17.2	237	32.6
C.....	1,072	46.6	320	44.1
D.....	532	23.1	78	10.7
E or F.....	186	8.0	20	2.6

CLASS OF 1915

A.....	141	5.3	48	11.8
B.....	564	21.2	135	11.8
C.....	1,182	44.5	177	43.4
D.....	597	22.5	38	9.3
E or F.....	174	6.5	9	2.3

GENERAL SCIENCE FOR THE HIGH SCHOOL

The National Education Association has appointed a Committee on General Science. All persons interested are invited to co-operate with this committee in finding out what is good material to present and what are good methods to use.

It has been suggested that we gather lists of questions which young persons ask of parents and teachers in search for information in the field of science, such as: What is the sun? How does it keep hot? Why does it sometimes turn red? What gives the clouds so many different colors? Are we liable to be killed by meteors? Why does our food come from so few plants? How do they quarter-saw lumber? Why are engines always so hot? Why don't we have to light electric lights?

A lawyer testifies that in his profession he has found of great value the general science course which he took a generation ago, consisting of the Geological Story Briefly Told and the stories of half a dozen other sciences briefly told. Many intelligent men have testified that what they need particularly is general information in the field of science. It has been suggested that teachers, parents, and grown-up persons in general send to the committee lists of facts in science which they by years of experience have found worth while to know.

It has been suggested that lists be prepared of the incredible things persons say and do which show the need for instruction in general science and show what instruction is most needed.

Suggestions for organizing common-sense, developing gumption, etc., are in order. Lists of problems are suggested in the field of natural science which require diagnosis at the hands of the ordinary person. In this age of machinery life is becoming increasingly embarrassing to those who regard all mechanisms as uncanny. That education which its devotees are pleased to call the humanities but which seem to leave its disciples incapable of serving humanity is becoming daily more inadequate.

Lists of aims for this work are desired as also lists of sources of information. Lists of fundamental principles have been suggested. It has been suggested that no syllabus be prepared of work expected of

all schools alike but rather let it be urged that each teacher should adapt his work to local conditions. It has been suggested that any good work must be considered good preparation for the following years of high school and college. Facts which will be needed in the future years of any course at school are best taught when they are needed and when they are to be organized for some purpose. It is suggested that sample lessons be published in detail to guide inexperienced teachers in the best method of presenting topics in general science. Several courses in general science have been already published indicating the progress in this matter up to the present time.

All who are interested in this matter are invited to make further suggestions, to criticize those already made, and especially to make some constructive contributions which will in each case be credited to their authors in the published reports of the committee.

Communications should be addressed to the chairman of the committee, Mr. John F. Woodhull, Teachers College, Columbia University, New York City.